

- HELEN: Yes, there's nothing happening. Perhaps I should add the boy – Malcolm, isn't it? He would be walking up to it.
- JEREMY: Yes, let's have Malcolm in the drawing. And what about putting in a tiger – the one that he makes friends with a bit later? Maybe it could be sitting under a tree washing itself. Q22
- HELEN: And the tiger stops in the middle of what it's doing when it sees Malcolm walking past.
- JEREMY: That's a good idea.
- HELEN: OK, I'll have a go at that.
- JEREMY: Then there's the drawing of the crowd of men and women dancing. They're just outside the forest, and there's a lot going on. Q23
- HELEN: That's right, you wanted them to be watching a carnival procession, but I thought it would be too crowded. Do you think it works like this?
- JEREMY: Yes, I like what you've done. The only thing is, could you add Malcolm to it, without changing what's already there.
- HELEN: What about having him sitting on the tree trunk on the right of the picture?
- JEREMY: Yes, that would be fine.
- HELEN: And do you want him watching the other people?
- JEREMY: No, he's been left out of all the fun, so I'd like him to be crying – that'll contrast nicely with the next picture, where he's laughing at the clowns in the carnival. Q24
- HELEN: Right, I'll do that.
- JEREMY: And then the drawing of the people ice skating in the forest.
- HELEN: I wasn't too happy with that one. Because they're supposed to be skating on grass, aren't they? Q25
- JEREMY: That's right, and it's frozen over. At the moment it doesn't look quite right.
- HELEN: Mm, I see what you mean. I'll have another go at that.
- JEREMY: And I like the wool hats they're wearing. Maybe you could give each of them a scarf, as well. Q26
- HELEN: Yeah, that's easy enough. They can be streaming out behind the people to suggest they're skating really fast.
- JEREMY: Mm, great. Well that's all on the drawings.
- HELEN: Right. So you've finished writing your story and I just need to finish illustrating it, and my story and your drawings are done.
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- HELEN: So the next thing is to decide what exactly we need to write about in the report that goes with the stories, and how we're going to divide the work.
- JEREMY: Right, Helen.
- HELEN: What do you think about including a section on how we planned the project as a whole, Jeremy? That's probably quite important.
- JEREMY: Yeah. Well, you've had most of the good ideas so far. How do you feel about drafting something, then we can go through it together and discuss it? Q27
- HELEN: OK, that seems reasonable. And I could include something on how we came up with the ideas for our two stories, couldn't I?
- JEREMY: Well I've started writing something about that, so why don't you do the same and we can include the two things. Q28
- HELEN: Right. So what about our interpretation of the stories? Do we need to write about what we think they show, like the value of helping other people, all that sort of thing?
- JEREMY: That's going to come up later, isn't it? I think everyone in the class is going to read each other's stories and come up with their own interpretations, which we're going to discuss. Q29
- HELEN: Oh, I missed that. So it isn't going to be part of the report at all?